**EDC423 Assignment:** **Student Interview and Reflection**

As your textbook suggests, interviewing can be very effective in providing information about a variety of factors that affect comprehension. For this assignment, you will:

1. **Interview** one upper elementary aged child (Grade 3-6) to find out more about his/her background, interests, and literacy preferences. You might interview a relative, sibling, neighbor, or student in your practicum setting. You should let the child know this interview will take approximately 20-30 minutes.
2. After the interview, you will write a **reflective summary** of: (a) key experiences, interests, literacy preferences, and needs that stand out about this student and (b) how these insights inform your thinking and teaching practices as an elementary school teacher.

**Interview: Set a purpose when you begin your interview by telling your student:**

I’m going to school to learn how to be an elementary school teacher. For one of my classes, we’ve been asked to interview someone in elementary school to find out what kids your age like and don’t like about so we can design fun activities when we teach ourselves. So, your answers can help me be a better teacher. I have two sets of questions. First, I’m going to ask you some questions about you and the kinds of things you like to do at home and at school. Then, I have some questions to learn more about what you think about reading and writing. At the end, if you want, you can even ask me some questions. Are you ready?

**Reflection: Using Children’s Interview Responses to Inform Your Instruction**

Think about what you have learned about the child from this interview. Imagine that this student has just joined your classroom and you are hoping to use information from this interview to inform your teaching. Write a reflective summary of what you learned about this student and how these insights can inform your understanding of what might be best for this student if he/she were in your classroom. Please address the following:

1. From the background inventory, what **prior experiences and interests** stand out that may affect comprehension? Focus on the positive here.
2. From the reading and writing inventory, what **preferences and literacy skills** stand out? Again, focus on the positive when appropriate.
3. What would most likely **motivate this student**? Please consider insights about (a) texts/topics and tasks for reading and writing and (b) ways of teaching and learning. Discuss at least two examples of each. You can refer to handouts, slides, or readings from our previous class on motivation or “the Five Factors” of comprehension (Cornett, p. 17).
4. Across both parts of the interview, what about this student would suggest a **need** (in terms of background) or **area of difficulty** (in terms of literacy skills)? Identify these areas of need/difficulty (at least two) and briefly discuss at least one way you might address each of these areas if you worked with this child on a regular basis. If you determine this student has no areas of difficulty, please use this space to indicate what you would do for this child to further develop his/her comprehension and motivation in your classroom.

**EDC423 Points Sheet for Student Interview and Reflection (20 points)**

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| **Task** | **Points earned** |
| **Part 1. Interview – 5 points**  Conducted interview and included notes to questions for both the Background Inventory and Reading/Writing Interview.  (If time is short, writing interview can be omitted). | Background Inventory (2)  Reading/Writing Interview (2) |
|  | **TOTAL: Interview / 4** |
| **Part 2. Summary Reflection - 16 points** |  |
| 1. Identifies student’s key prior experiences and relevant interests, as revealed in the Background Inventory, that may affect comprehension | Prior experiences (2)  Relevant interests (2) |
| 1. Identifies student’s key preferences and literacy skills, as revealed in the Reading/Writing Interview, that may affect comprehension | Key reading and writing preferences (2)  Important literacy skills (2) |
| 1. Discusses at least two ways of motivating this student with examples related to texts, topics, and tasks and two ways of teaching and learning | Two ideas for texts/topics/tasks (2)  Two ideas for teaching practices (2) |
| 1. Suggests at least two areas of need and/or difficulty for this student and offers at least one suggestion for each area with respect to next steps in working with this student to foster comprehension and motivation | Two areas of need/difficulty (2)  Two suggestions for next steps (one for each area of need) (2) |
|  | **TOTAL: Reflection / 16** |
| **GRAND TOTAL:** | |

**Background Inventory:**

1. What grade are you in? How old are you?
2. Who lives at home with you?
3. What do you like to do in your free time?
4. Do you like to play games? Which ones?
5. Do you like to make things? (art projects, cooking, models?)
6. Where have you lived?
7. Where have you traveled?
8. What do you know a lot about? What could you teach to someone else?
9. What would you like to learn more about?
10. Complete the sentence:   
    1. One thing I do really well is…
    2. Something I don’t like to do is…
    3. Animals are…
    4. Sports are…
    5. The best thing about school is…
    6. I’d like to visit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because….
    7. I want to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I grow up, because…
    8. Is there anything else that you think is important for people to know about you?

**Reading/Writing Interview**

Do you think you are a good reader? Why?

What do you think reading is?

Do you like to read? Why or why not?

What kind of books do you like to read?

Do you like to read out loud or silently? Why?

What part of reading are you really good at?

What part of reading is kind of hard for you?

When you’re reading, what do you do when you get to a word you don’t know?

What have you learned that makes you a better reader?

What are you hoping to learn this year about reading?

Do you ever visit the library with your family? Do you ever borrow books from the library?

Do you read at home? Where are the books kept at your house?

Do you have anyone that reads to you at home? If so, when? (at night, in the morning)

So, now, do you have any questions for me?

**Writing: (If time)**

Do you like to write? What do you like to write about?

Are you a good writer?

What’s best about writing?

What’s hard about writing?

What do you do when you come to a word you don’t know how to spell?

What have you learned about being a good writer?

What would you like to learn next about writing?

**So, now, do you have any questions for me?**